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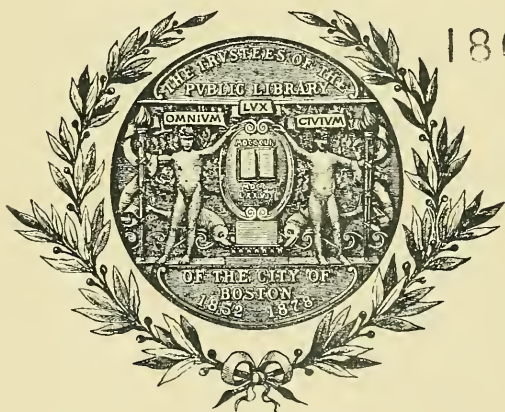


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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1861.



ROXBURY:

L. B. & O. E. WESTON, PRINTERS, GUILD ROW.

1861.

City of Roxbury.

IN SCHOOL COMMITTEE, May 8, 1861.

The Chairman appointed the following members as the Annual Examining Committee, viz. :

High and Grammar Schools. — Messrs. BLISS, OLNSTEAD, CUMMINGS, NUTE, A. P. PUTNAM, KING, and MCGILL.

Primary Schools. — Messrs. ALLEN, G. PUTNAM, SEAVER, PLYMPTON, and ADAMS.

December 10, 1861.

The Chairman of the Board (Mr. MORSE) submitted his Annual Report.

Mr. BLISS submitted the Annual Report of the High and Grammar Schools.

Mr. ALLEN submitted the Annual Report of the Primary Schools.

All of which were accepted. It was then

ORDERED, That the several Reports be committed to Messrs. MORSE, BLISS, and ALLEN to revise, and cause to be printed the usual number of copies, to be distributed to the citizens of this City, as the Annual Report of the School Committee.

JOSHUA SEAVER, *Secretary.*

R E P O R T .

THE system of Public Education established in this City in former years, has proved so satisfactory, and accomplished such desirable results, that the present Committee have not sought to make therein any essential changes, but have, by constant oversight, frequent examinations and advice, endeavored to maintain the standard of usefulness and excellence to which the schools had already attained.

During the greater part of the year, great excitement and deep anxiety have prevailed in the community, in consequence of the existence and progress of the wicked rebellion against the laws and government of our country. Although business generally has been prostrated, and all were apparently absorbed in the progress of events connected with the war, our schools have continued their regular sessions, and the scholars have pursued their studies, and have made commendable progress therein.

The whole number of Teachers is '84.

The whole number of Pupils belonging to all the Schools is 4162.

The cost of maintaining our Public Schools, the current year is \$50,409.02, or \$12.11 per scholar.

The number of Scholars belonging to the High School is 106, under the charge of three teachers.

The cost of maintaining the High School the present year is \$5640, or \$53.20 per scholar.

There are five Grammar Schools in the city, the same as last year. The whole number of Pupils belonging to the Grammar Schools is 1669, making an average to each Division of 46 pupils.

The cost of maintaining these schools the current year is \$25,201.76, or \$15.10 per scholar.

The number of Primary Schools is forty-three. The number of Pupils belonging to these schools is 2387, making an average to each school of 56 pupils.

The cost of maintaining the Primary Schools the present year is \$19,567.26, or \$8.20 per scholar.

The whole number of persons in the City last May, between 5 and 15 years of age, was 5349.

TEACHERS.

During the present year, four of our teachers have resigned. One of these was the efficient Principal of the Dudley School, whose faithful and devoted services have for so many years advanced and sustained the high standard of excellence to which the scholars of that school have attained. She was so well adapted to the place she occupied, and her services proved so acceptable, that her resignation was received with regret. The others were the first Assistant of the Dearborn School, and teachers of the Primary Schools on Yeoman and Orange Streets. All of these were excellent teachers, and were a loss to our schools.

Four teachers have died. One of these, Sarah T. Jenison, teacher in Yeoman Street School, was for many years one of our best teachers. She was strictly conscientious in the discharge of every duty, and faithful to the charge committed to her care. Availing herself of every

opportunity for improvement, she sought to make herself and her school acceptable to the Committee and parents. Two others, Mary H. Hicks and Caroline Y. Rice, were teachers in the Heath Place School, both of whom were eminently successful in the school-room, and beloved by their pupils and all who enjoyed their acquaintance. The fourth was Elizabeth Waldock, teacher of the Francis Street Primary School. She was faithful and devoted to her duties.

While the schools have lost by resignation and death the services of so many valuable teachers, the Committee have with much care sought to fill the places thus made vacant, by the appointment, from a large number of applicants, of those who were apparently the best qualified, and gave the best assurance of success. Two teachers were promoted from the Primary Schools to two new divisions in the Grammar Schools. A considerable number of teachers have been transferred from one division to another in the same school. Five were transferred from one school to another of the same grade, including those of the two schools discontinued. Five other Primary School teachers have been appointed,—three for new schools, and two to fill vacancies occurring from the promotion of teachers.

The Committee have examined the qualifications of a large number of applicants for situations as teachers in the Public Schools; many of whom were rejected for not passing a satisfactory examination in the elementary studies. Of those approved, many have necessarily been disappointed in not receiving an appointment; for the number of those approved greatly exceeded the number of vacancies that have occurred. Hence, selections had to be made in favor of those who were apparently best adapted for particular schools.

It is not always the case that those who pass the best examination, make the most successful teachers. Although

a thorough education is the chief element of success, it avails little without a love for the work, an ability to impart instruction, a power to interest, to govern, and to make the school exercises pleasant and attractive.

Our teachers, as a whole, are efficient and devoted to their work, and are accomplishing satisfactory results. But there is a small number who, from physical inability, or unfitness for the positions which they occupy, fail to meet the expectations of the Committee. It might be expedient to fill the places now occupied by such teachers, by the appointment of some of the approved candidates who give convincing proof of their ability to become excellent teachers.

SCHOOL ACCOMMODATIONS.

During the year there has been no new building erected, or old one enlarged, and but a small amount expended upon any of the school-houses,—although the condition and situation of the building occupied by the Centre Street Schools seemed to demand that another house, with suitable conveniences, should have been provided elsewhere. The school-house on Edinboro' Street was partially consumed by fire in the early part of the year, but has been repaired and put in good condition. The hall in the Dearborn School-House has been divided by a partition, making two good school-rooms. The Orange Street School-House has been repaired, and put in a more suitable condition.

The number of scholars belonging to the schools has increased in certain localities, and diminished in others. One new division has been added to the Dudley, and one to the Dearborn School, while it has been found practicable to discontinue one division in the Comins. Five new Primary Schools have been opened during the year,—three in the school-house on George Street, one in the Comins School-Building, and the other in a hired room on

Tremont Street; while one of the Yeoman Street and the Almshouse Schools have been discontinued.

All the schools, with three exceptions, are furnished with suitable rooms for their present wants. One division of the Dudley School occupies a room in Octagon Hall, and one of the Primary Schools is kept in a basement-room in a dwelling-house on Tremont Street. Both rooms are hired, and both schools are incommoded by their situation and want of necessary conveniences.

A new house will soon be demanded for the school on Tremont Street, and to still further relieve the Sudbury Street Schools. A new house should be erected for the Centre Street Schools, upon another site, as soon as possible.

DISCIPLINE.

In school, the teacher is in authority. He must enforce the approved rules of the school, and cause compliance with all just requirements. If he fails to accomplish this, his influence and usefulness are gone, and nought can result but discord and fruitless effort.

The school regulations require the teachers to govern by the use of persuasive and gentle measures, as far as practicable; but firm, prudent and vigilant discipline must be maintained. In order to effect this, other means of influencing the pupil having failed, corporal punishment may be resorted to. In most of our schools, there is seldom occasion for the application of the rattan or ferule, for the scholars are commonly influenced by other means; but at times cases will occur which demand some corrective beside moral lectures. At such times gentle measures are of no avail, and it becomes necessary to resort to corporal punishment to subdue the transgressor, and restrain him in future. It is for the best interest of all, that each one should be required to observe the approved rules of the school, and render a ready obedience to the requirements of the teacher; and when one becomes disobedient and

refractory, it is better for himself that he should be made obedient and submissive.

Teachers, in enforcing an observance of the rules of the school, and in inflicting the penalty of transgression, need decision and firmness, tempered with moderation and forbearance. They should be able to ascertain the disposition and temperament of the pupil, so as to discriminate between those who commit offences intentionally or obstinately, and those guilty of some wrong through playfulness or mirthfulness, which from their temperament they may be unable to restrain.

Teachers are not justified in punishing with undue severity, or inflicting blows or any injuries upon a child's head.

TRUANCY.

About two years since, the Almshouse was assigned as "a suitable situation or the institution of instruction" required by the Statutes for the commitment of truants. Suitable rooms were furnished, play-grounds enclosed with a substantial fence, and every convenience was there provided. The boys were kept separate and distinct from the other inmates of the house, a competent teacher was appointed to have the care and instruction of the boys, and she faithfully devoted her time and energy in advancing them in their studies, improving their manners, and training them to usefulness. The school was accomplishing satisfactory results, in reforming and elevating boys who otherwise would be growing up in ignorance, forming vicious and degrading habits, and developing tempers and qualities that would ultimately lead them to wretchedness and crime. It, also, had a salutary effect, in removing the evil influence that such boys were exerting upon others, and in restraining some from becoming truants. Last year it became necessary, by the revision of the Statutes, that the City Government should pass another ordinance in relation to truants, which from some

cause failed to pass the Common Council, so that no commitments of truants could be made, and the school had to be discontinued.

Without any effectual restraint, the number of habitual truants has greatly increased; who, with a large number of boys thrown out of employ by the prostration of business, are to be found roaming about the streets, ready to commit any mischief. They greatly annoy and disturb the quiet and security of any neighborhood where they may by chance congregate. While they are allowed to continue in their pernicious course with impunity, the bad influence they exert upon each other tends to aggravate and increase the evil, and make them nuisances in the community.

The interest of our children, the usefulness of our schools, the comfort of our families, and the security of property, demand that some measure should be adopted to restrain and reform these neglected boys. Besides, it is no less a duty which we owe to them.

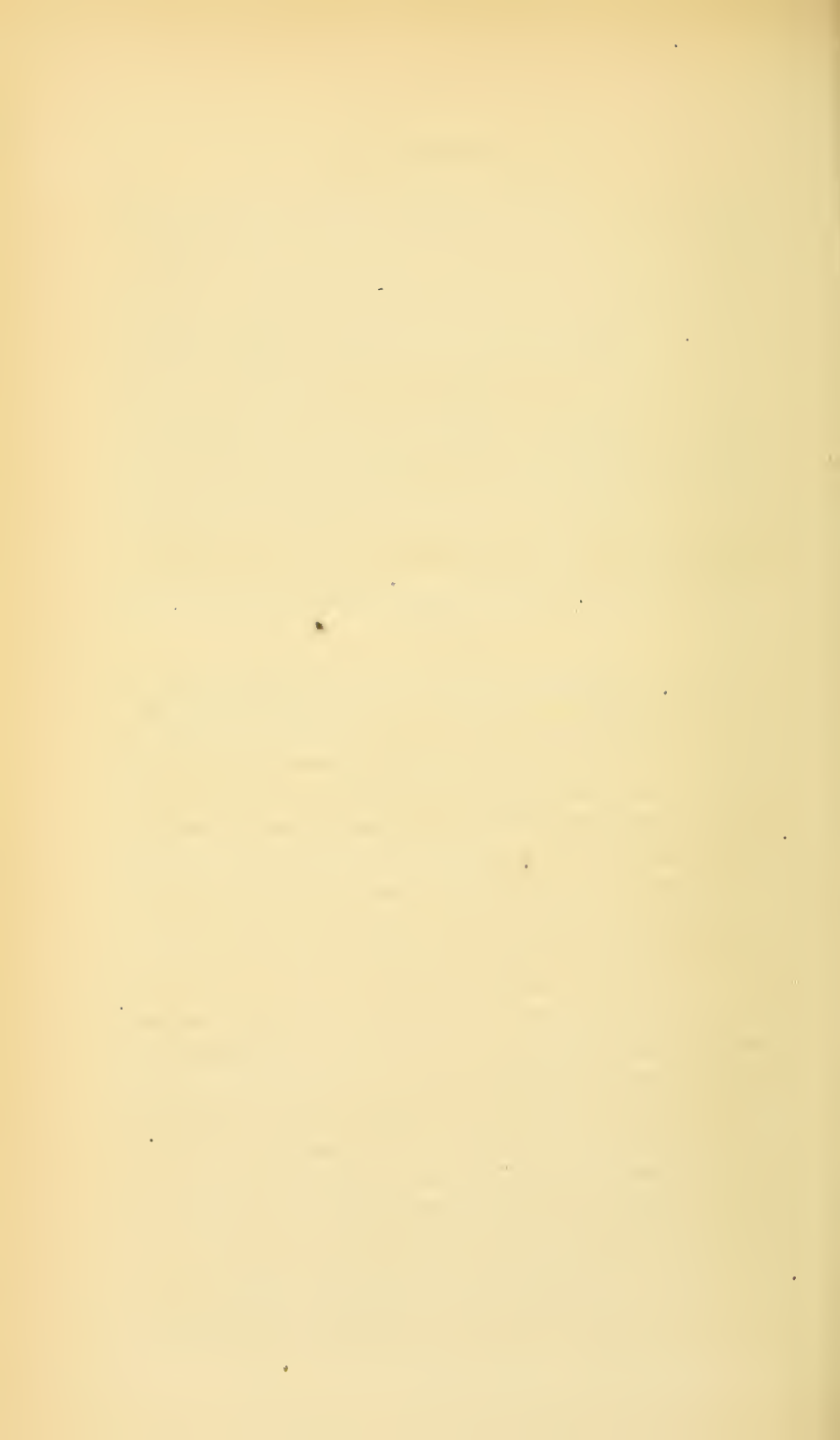
It is hoped that the City Council will soon pass an Ordinance, so that the Almshouse School can be reopened, and all truants and vagrant boys compelled to benefit themselves, and to respect the rights of others.

CONCLUSION.

Only a small portion of the important topics connected with our educational system has been considered at the present time. A detailed report of the condition of our schools, will be found embodied in the accompanying reports of the Chairmen of the two Examining Committees.

In conclusion, our Schools are earnestly commended to the sympathy and coöperation of parents, and to the confidence and watchful care of our successors in office.

HORATIO G. MORSE, *Chairman*
of School Committee.



R E P O R T

ON THE

HIGH AND GRAMMAR SCHOOLS.

GENTLEMEN OF THE SCHOOL COMMITTEE :

IN compliance with a vote of this Board, of the 20th ult., the undersigned has the honor to submit the following Report of the condition of our High and Grammar Schools, for the year now closing.

The several divisions of these schools have had their usual examination, near the close of each school term:— in February, by their respective Local Committees; in July, by such members of our Board as the Chairman designated; and in May and November, by a special Examining Committee,—as shown in the annexed tabulated arrangement. (See the following page.)

The examinations in May and November are usually expected to be more minute and thorough than those at other seasons. The undersigned, however, avails himself of all the reports of Examiners, in forming his estimate of the present condition of our High and Grammar Schools. He has, also, more than once during the year, personally visited each division; and, therefore, can speak somewhat from observation, as well as from the testimony of others.

SCHOOL EXAMINERS.

<i>Schools.</i>	<i>February.</i>	<i>May.</i>	<i>July.</i>	<i>November.</i>
HIGH SCHOOL, 1st Div., Mixed	Olmstead.	Cummings.	G. Putnam.	Cummings.
2d " "	Nute.	Olmstead.	"	Olmstead.
3d " "	Bliss.	A.P. Putnam	"	A.P. Putnam
DUDLEY, ... 1st " Girls.	"	Bliss.	Allen.	Bliss.
2d " "	"	A.P. Putnam	"	A.P. Putnam
3d " "	Plympton.	"	"	"
4th " "	Olmstead.	"	"	"
5th " "	"	"	"	"
WASHINGTON, 1st " Boys.	Seaver.	Cummings.	Bliss.	Cummings.
2d " "	"	"	"	"
3d " "	Plympton.	"	"	"
4th " "	"	McGill.	"	McGill.
5th " "	Adams.	"	"	"
Special " "	"	"	"	"
DEARBORN, ... 1st " Mixed	Cummings.	Olmstead.	Seaver.	Olmstead.
2d " Girls.	King.	Bliss.	"	Bliss.
3d " "	Cummings.	"	Adams.	"
4th " "	King.	"	"	"
5th " "	Cummings.	"	"	"
6th " "	"	"	"	"
2d " Boys.	King.	Olmstead.	Seaver.	Olmstead.
3d " "	Bliss.	"	Adams.	"
4th " "	Cummings.	McGill.	"	McGill.
5th " "	King.	"	"	"
6th " "	"	"	"	"
7th " "	"	"	"	"
COMINS, 1st " Mixed	Allen.	Nute.	Plympton.	Nute.
2d " Girls.	"	"	"	"
3d " "	G. Putnam.	King.	"	King.
4th " "	"	"	"	"
5th " "	McGill.	"	"	"
6th " "	"	"	"	"
2d " Boys.	Allen.	Nute.	"	Nute.
3d " "	"	King.	"	King.
4th " "	G. Putnam.	"	"	"
5th " "	Allen.	"	"	"
6th " "	McGill.	"	"	"
FRANCIS STREET, Mixed	"	Nute.	Adams.	Nute.

The Schools of Roxbury may, very properly, be considered a unit — as one school, comprising a regular gradation of divisions, from the First Division in the "High," through those of the Grammar and Primary, to the Sub-Primary Schools. And the place in our schools, for any pupil desiring instruction, is to be determined by his or her qualification to pursue to advantage the course of study respectively prescribed.

"THE HIGH SCHOOL."

This school, standing at the head of our Public Schools, was reorganized a few months prior to the commencement of the present year, — provision being made for the instruction of boys, in what was formerly known as the "High School for Girls." A favorable opportunity was presented, for this arrangement, by the removal, to another field of labor, of the highly-esteemed Principal of that school; and Mr. Samuel M. Weston, the able Principal of our late "English High School for Boys," was made the head of the school, as reorganized. His scholarly assistant in the Boys' School, Mr. George H. Gorely, was elected Sub-Principal; and Miss Sarah A. M. Cushing, the accomplished and efficient former Principal of the Comins School, was appointed Assistant.

Thus reorganized as a school for both sexes, under an experienced and able corps of teachers, the increased number of scholars and a new school division required enlarged accommodations; which the City Government generously provided, by the reconstruction of its High School Building, — the internal arrangement of which is all that can now, or for some years in the future, be desired; though more out-door room in connection would be very acceptable. As reconstructed, the building comprises a finished basement story, to which the girls alone have access, — it being their play-room and place for physical exercise; the first floor, occupied by the Third Division,

in care of Miss Cushing; the second floor, occupied by the Second Division, under Mr. Gorely; the third floor, occupied by the First Division, under the special instruction of the Principal; and a well-finished hall in the attic, for singing or any public or general exercise. There are, also, separate dressing-rooms to each story, with entrances and stairways, on opposite sides of the building,— those on the west side being exclusively appropriated to the girls; and those on the east side to the boys. Its occupancy by the school began with the present year, and time has sufficiently shown its admirable adaptation to the use for which it was designed.

The condition of the school, under its new arrangement, shows its reorganization to have been dictated by an enlightened wisdom. In the union of two schools, so differently constituted, it was not unnatural there should be anticipated some difficulty in its working; but in the amount of this, there has been a happy disappointment and successful issue. The two sexes are as separate, each from the other, and are apparently as unconscious of the other's presence, as they would be in a Sabbath School, church, or well-regulated family. They are separate during recess, communication during school hours is not permitted, recitations are conducted without a change of seats, and while either sex will naturally be more ambitious to excel in study and be correct in deportment, when in the presence of the other, there is no more opportunity for undesirable acquaintance than is afforded by separate schools, or by long walks to and from the neighboring metropolis. He who "setteth the solitary in families," and "maketh him families like a flock," doubtless knew, when he established the family relation, under what circumstances youth of either sex would be most judiciously trained. When we look for those having the highest appreciation of the proprieties of social intercourse, do we not find them in well-ordered families, where brother and sister

have grown up together, each exerting a beneficial influence over the other? And the nearer our schools are brought to such an arrangement, do they not so much nearer come to the standard given by the Creator?

A year's trial was needed to show the harmonious working of the new organization. That period having elapsed, it can now be spoken of with undoubting confidence. The Committees, who have had occasion to report respecting this school, have spoken of all its departments in terms of high commendation. Its government is designed to be decided, but parental; its instruction is thorough, and adapted to the intellectual capacity and literary qualifications of its pupils; and, in all respects, it is believed to be a model school.

The Examiner of the First Division, at the close of the Winter term, remarked of the entire school, that being "thus successful in its commencement, the Committee cannot but indulge the heart-pleasing assurance of the blessing which our rising generation will realize in the higher walks of learning, from this institution. It merits," he says, "in an eminent measure, the confidence and aid, alike of the Committee at large and of the public." The Examiner of all the Divisions in July, "derived the impression that the school is in a very satisfactory state." He adds:

"I was much gratified by what I saw and heard. The building seems to afford every convenience. The basement, used for physical exercise, is not the least useful part of the establishment; and I was assured that the benefits were already apparent, in the improved health and vigor of the pupils."

The Examiner of the First Division in May and November, speaks of it in highly complimentary terms, after each examination. In his later report, he says that "Nothing there is half-learned and passed over." The answers to questions, "pointed and unsparing," were "prompt and accurate;" and the opinion is expressed, that the course

of study is adapted to encourage habits of thought and critical investigation. Whilst all the studies are highly complimented, he says of the instruction in French, —

“ It is taught as a living language, as it should be. And in this branch, especially, does the accomplished Principal excel (if in any one thing more than in another) in awakening in his pupils that scholarly emulation which can but promise most noble and satisfactory results. The pronunciation of this language is not the least difficult task to the pupils : and I was astonished and gratified to find so accurate and smooth the pronunciation, with scarcely an exception.”

Of their text-book, so far as read, he says :

“ They know every word — its pronunciation, root, signification, and variations. Even the irregular verbs, so trying and perplexing to a beginner, they handle admirably.”

The Examiner of the Second Division, at the close of the Winter term, spoke of it as “ well taught, and well disciplined ; and of the scholars, as intelligent and happy.” The Examiner in the Spring and Fall, gave particular attention to the exercises in “ Reading, Declamation, Geometry, History, Physical Geography, English Literature, etc.” And, while this division was specially assigned him, the school generally was not overlooked. “ He believes it to be, without exception, in a most satisfactory condition. The instruction is unexceptionably thorough and excellent. The discipline is admirable ; and one has only to pass through the High School, with due scrutiny, to feel assured that, in its reconstructed and comprehensive form, it is an ornament and a blessing to the city.”

The Third Division is equally promising with the others, and its teacher, also, is untiring and successful in her efforts, doing our city a most valuable service. The Examiner in the Winter term, spoke of the “ great efficiency and faithfulness on the part of teacher, and interest and progress on the part of scholars.” In the Spring, the exercises were referred to as “ of a high order, indicating great thoroughness of instruction, and a corresponding attention

to their studies by the school." In his Fall Report, the same Examiner said: "The school, in all its branches of study, and varied interest, attests the faithfulness and thoroughness of the teacher, and the progress of her pupils. It is enough to say that there is no room for criticism or suggestion."

The writer, also, as Local Committee, has devoted considerable attention to this school, and has ever been much pleased with the progress made, and the interest manifested by the pupils in their studies. If he might particularize, he would say, that in Composition they excel. It has been his pleasure here to listen to many finely-written essays, some of which would do much credit to older years. On suggesting that the pupils in the Third Division write on "The Trials, Pleasures and Duties of our School-Day Life," they all cheerfully complied, and read to him, in the presence of each other, their several compositions; which, on such a subject, could not be other than original. The greater number of these were very creditable to the writers, and some displayed a marked superiority in this department of literature. That class is now in a higher division, but the present one is making commendable progress in this direction.

In the study of History, both Ancient and Modern, it is not forgotten that Geography, no less than Chronology, is one of the "eyes" through which is perceived the relative importance of recorded events; and, therefore, Map-Drawing in this division receives particular attention. There should, however, be kept in mind the important distinction between this exercise and Map-Copying, — to which no reference is here made. Handsomely executed maps, the work of an hour of leisure and kept for show, may be very creditable to one's artistic skill and taste, but are no evidence of Geographical knowledge. It is, therefore, with much pleasure, we have seen the pupils draw maps on the black-board, entirely from memory, —

giving the meridian and parallel lines; locating, according to their latitude and longitude, the important points, viz: mouths of rivers, head-lands, heads of bays, chief towns, &c.; then drawing the river and coast lines, as they conform to these leading points, and filling up, with more or less minuteness, according to their knowledge of the relative locality of places. This is a profitable exercise, and will, more than any other, test the proficiency of a class in Geography. An additional step, in this direction, is to state the latitude and longitude of the leading points, as they are severally located, and to accompany the drawing of the coast lines, &c., with a description of the localities respectively designated,—thus reciting as the map is being made. Maps, thus drawn, are equally serviceable in the recitation of History, as in that of Geography; and, as in the recitation of the last named study, so here, the drawing of the map may be accompanied with a narration of historical events associated with the localities illustrated.

The High, in common with our Grammar Schools, is favored one hour each week with instruction, by Mr. Charles Butler, in Vocal Music. On such occasions, the three divisions assemble in the upper hall. The benefit to this, and to the other schools, of these exercises, will not be overestimated. Good music is an important auxiliary to our social enjoyment, and it is no less desirable in the school-room than elsewhere. The cultivation of the human voice, it is admitted by all, is of great importance. The singing in our schools has been greatly improved under Mr. Butler's judicious instruction; and, doubtless, many a school-boy's and school-girl's home has been much enlivened by the music and sweet lyrics learned in school.

Instruction in drawing has been given,—one hour in each division twice a week—during the past year, by Mr. B. F. Nutting. The present Third Division began the Fall term with the first principles in this art, whilst the higher divisions have enjoyed longer instruction. They are

progressing finely. Many of the pupils are able to copy pictures and sketch objects in quite an artistic manner; and, before their course of study terminates, they are expected to be able to sketch from nature.

Physical exercise, so far as the girls are concerned, is not here overlooked. They are supplied with clubs, wands, bags of beans and dumb-bells, with which are performed in their private play-room various gymnastic evolutions, adapted to their physical development. Such training has been too much neglected in the past; but, it is hoped, this will not be a fault of the future. Some similar provision for the boys is much needed.

In addition to the regular three years' course, a fourth year is permitted to such scholars as wish to pursue their studies. The present number of these is eight, and more, doubtless, will avail themselves of the additional year, as its value becomes appreciated.

There has been no change of teachers in the school during the year, except during the temporary illness of the Sub-Principal, in the Winter term, when Miss Jane S. Owen, of Cambridge, taught a few weeks with great acceptance, — sustaining herself with marked ability.

The system of checks and credits here observed, and by which each parent or guardian is furnished with a monthly report of any pupil under his or her care, is worthy of notice. Each recitation, with the daily deportment of every member of the school, is carefully noted; and, at the close of each month, the scholars severally take to their parents a statement of their relative rank as to deportment and scholarship in the school, — showing the number of lessons recited, and specifying whether of the first, second, or third order of excellence, or bad; giving the number of credits in the various exercises, and stating the number of irregularities — each report being accompanied with any remarks the given case may require. The parent or guardian may thus have an

eye continually over his child or ward, in school as well as out; which is a consideration of no small importance.

Finally, in respect to our High School, its whole tone is excellent. There is a good understanding and cheerful coöperation among all the teachers; and they are ever ready to execute the wishes of this Board, and of their Local Committee. It is a school of which our citizens may well be proud. Their sons and daughters are here supplied with the means of instruction, adapted to make them useful members of society. The pride and flower of many families are here assembled; and here centre expectations for the future, which should be fostered by this Board, and to which no inhabitant of Roxbury should be indifferent.

The Catalogue for the year 1861, appended to this Report, will show the whole attendance, with the schools from which the pupils have come, the promotions in, and the graduations from our High School.

DUDLEY SCHOOL.

This is a Girls' School, comprising five divisions. It was the earliest formed of our Grammar Schools. A few years since, it was the only school of its grade in Roxbury, accommodating in a single hall all the children of both sexes, for whom such instruction was needed. Under the judicious management of its then Principal, now a member of this Board, it attained a high position; and for a time, after becoming a girls' school, it was their only High School that our city afforded. The formation of the late "English High School for Boys," and "High School for Girls," lowered somewhat the grade of our Grammar Schools,—transferring to the former the higher course of study. In connection with that change the former Principal of this school resigned, and his place was most acceptably filled, until the 16th of March last, by Miss Adaline Seaver, now Mrs. Houghton,—a gifted,

thorough, and energetic teacher, and an admirable disciplinarian, who won the love of her pupils and the confidence of their parents. When, early in the year, Miss Seaver announced her intended resignation, this Board elected to her place, from a list of more than seventy applicants, Miss Sarah J. Baker, late a teacher in the High School in Nantucket; who has admirably performed her duties, keeping the school up to its former high standing, and giving undoubted promise of continued success.

The First Division comprises two sub-divisions, of two classes each — the one sub-division being under the special instruction of the Principal, and the other under that of Miss Emmie C. Allen, her head Assistant, whose scholarly and other qualifications, with industry and success in teaching, amply fit her for a higher department of instruction.

The Examiner of this division, at the close of the Winter term before the retirement of Miss Seaver, found it "in its usual prosperous condition." In July, all the divisions were visited by one Examiner, who was "greatly pleased with the condition of this entire school." The Examiner in the Spring and Fall, found this division, "no less prosperous than in former years. The promptness and general accuracy of the answers given by the four classes, their propriety of deportment, apparent affection for their teachers, manifest interest in their studies, and respectful attention, were all indicative of a well-instructed and well-disciplined school." The teachers are untiring in their labors, and spare no effort to continue this division the equal of any of its grade in the city. In Map-Drawing from memory on the black-board, and in Mental Arithmetic, this school is coming up finely; and the pupils are realizing the difference between map-drawing and map-copying.

The Examiner of the Second, Miss Sarah J. Leavitt's Division, at the close of the Winter term, spoke "decidedly in testimony of the efficiency of the teacher, and

of the interest and progress of the scholars." The one who examined in May, referred to "this division and its teacher in terms of decided praise." The report in July was very complimentary; and in the Fall, the Examiner said, "This division is certainly doing well." The writer has not been unobservant of the good order and prompt answers, and of the cheerful and intelligent faces that may be found in this, and in all the divisions of the school. This division is very thoroughly instructed by a very competent teacher.

The Examiner of the Third, Miss Clara B. Tucker's Division, at the close of the Winter term, "was pleased to find it in all respects in a very satisfactory condition," — affording him "much pleasure." In the Spring, its Examiner was satisfied "that its teacher had labored faithfully and successfully in discharging the duties of her position. The writing-books of the pupils had been kept with unusual care and neatness, and a commendable interest had evidently been taken in the study of Arithmetic." In July it was in "a good condition;" and in the Fall, it is spoken of as having a "most excellent teacher." The Examiner adds: "The division committed to her charge bears witness to her ability and success as an instructress and disciplinarian. The exercises at the examination were all quite satisfactory. The order of the school was also unexceptionable." This testimony is well deserved.

The Fourth, Miss Helen J. Otis' Division, at the close of the Winter term, gave the Examiner "evidence of being well taught." In May it was said, "The exercises in most of the branches were very satisfactory; and the school, on the whole, gives good promise for the future." In July it was spoken of approvingly; and in the Fall it was observed: "The teacher of this division has plainly endeavored to discharge faithfully the duties of her position, and has by no means labored without success."

The Fifth Division was not formed till the Spring term,

when Miss Eliza Brown — who had gained a reputation as a teacher in Primary School, No. 40, in George Street — was placed in charge. The Examiner in May, said, “The condition of Miss Brown’s Division affords no chance for criticism or recommendation. The progress of the examination was a continued and uninterrupted pleasure. It was quite thorough; but scarcely a single question failed to be answered promptly and correctly. The order was perfect, and the relations between teacher and pupils were evidently pleasant and profitable to both parties.” In July, this division gave no less pleasure to the one to whom the examination was assigned; and in the Fall, its Examiner had only to “confirm his previous report.” He adds: “It seemed to him then almost a model school, so far as the character of it depended on the teacher. The division is now more numerous than then; yet the general condition of the school has not suffered by increase.”

This division occupies the lower room in “Octagon Hall.” The prospect now is that, at the commencement of the next term, when promotions are again made from the Primary Schools, this room, with the four in the Dudley Building, will be crowded to their utmost capacity — if not over crowded. It is thus evident that for any future increase, additional school-room will be needed. The present apartment in Octagon Hall might accommodate a greater number, if its owner would remove the bank vault, that occupies considerable space besides disfiguring the room; which has now forty, all the pupils it can well accommodate. Its ventilation, also, is defective, but may be easily remedied.

WASHINGTON SCHOOL.

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This is a Boys’ School, of which Mr. John Kneeland is Principal. It ranks second, in age, in our list of Grammar Schools — comprising five regular divisions, and one for “Special Instruction.” The teachers are the same as last year.

At the close of the Winter term, the Examiner of the First and Second Divisions, spoke of their being "in good condition, and satisfactory." In the Spring, it was said, "The First Division, under the care of Mrs. Harriet E. Burrell, and more especially and directly under the supervision of its Principal, Mr. Kneeland, gave evidence of the most careful and thorough training. In Grammar especially this division excels." The other studies are also referred to as being "all that could be asked — the Writing showing marked proficiency, as well as the Map-Drawing." The same Examiner in November speaks of the First Division as "in an excellent condition. Promptness, with thoroughness, are the principal characteristics observed." He also refers to the labors of the head Assistant, Mrs. Burrell, as "eminently successful." In July, the examination devolved on the writer, who is able to endorse the high estimate above given of teachers and school. Map-Drawing on the black-board, from memory, is not here neglected.

The Second, Miss Ann M. Williams' Division, at the close of the Winter term, was noticed in connection with the First. The Third, Miss Delia Mansfield's Division, and the Fourth, Miss Rebecca A. Jordan's, at the time referred to, gave their Examiner "much satisfaction and pleasure." He said :

"The exercises in Reading and Spelling, in both divisions, were excellent. The recitations in Geography and Arithmetic were also very creditable. The order in these divisions is excellent—the teachers possessing the rare and happy faculty of awakening an interest in their pupils, and of securing their attention during the exercises. In the Third Division, a few selections of Poetry were read with fine effect. Several beautiful specimens of Map-Drawing were also exhibited, evincing a good degree of skill and taste in that useful branch."

In the Spring, the Examiner of the 1st, 2d and 3d Divisions was "gratified at being able to say that he had never before examined those divisions when they appeared as a whole so well as at present." After speaking more par-

ticularly of the First, he adds: "The Second and Third Divisions, also, were in most respects fully up to my anticipations respecting them." The teachers, recitations, and deportment of the scholars also were highly complimented. He remarked of the Second Division in November: "The pupils are orderly and are making commendable progress." And of the Third Division, he said: "The teacher is working hard, and her efforts are successful. The pupils seem cheerful and happy, and the order is admirable." In July, these divisions appeared to be well disciplined, and under a judicious course of teaching. The pupils were cheerful and respectful, and showed much interest, promptness and accuracy in recitation.

At the close of the Winter term, the Examiner of the Fifth, Miss Harriet M. Daniell's Division, and of the class for Special Instruction, in care of Mrs. Caroline C. Drown, spoke of their "excellent order," and of the "good improvement there apparent." The Fourth, Fifth, and "Special," were spoken of, both in the Spring and Fall, as "in a very satisfactory condition" — proficiency in Arithmetic being especially noticed. The Examiner in July was well pleased with their general condition, with the evidence of progress on the part of scholars, and of faithfulness and success on the part of teachers. This entire school may safely be spoken of in terms of high commendation. The Principal is competent and devoted to his work; and the teachers know, and perform their respective duties.

The division for "Special Instruction" is for boys whose opportunities, or means of improvement, have been less than those usually enjoyed by pupils of their age. Those thus circumstanced are liable so to distrust their own ability, as to make little effort to excel. They therefore, more than others, need special encouragement and kind words from visitors, and to be made to feel self-reliant. Their teacher is admirably adapted to their man-

agement and instruction; and the most of them are making very creditable progress. Let their hopes be encouraged, and their resolves strengthened, and not a few of them will become respectable scholars, and useful citizens. At each school promotion, more or less of their number find a place in the regular divisions; and they should all aim at such a result. They should not be deterred from vigorous exertion, by any disparaging reference, here or elsewhere; but every encouragement should be afforded them for manly effort.

DEARBORN SCHOOL.

This school, Mr. William H. Long, Principal, comprises twelve divisions,—five of girls, six of boys, and one, the First, a mixed division.

The First Division is spoken of by the Examiner in February, as “showing a good degree of proficiency.” “In Grammar the girls excelled;” also, “in Reading, Writing, and Composition;” whilst “in Arithmetic the boys were at home, as also in Map-Drawing. In Geography the proficiency of the two sexes was nearly equal, as it was also in Spelling, Defining, and the Vocal Drill.” He adds: “In no other school in Roxbury have we ever seen so many and so accurate Map-Drawings.” The Composition books presented “a commendable neatness and accuracy.” The order of the room is described as “excellent; and the discipline as mild and parental.” The teachers in this division are deservedly spoken of, as “untiring in their efforts to make this a model school;” and the Examiner bore “a hearty testimony” to their success.

Shortly after the above examination, Miss Ruth P. Stockbridge, who, as a teacher, is justly complimented in the above, resigned her place as head Assistant, and Miss Maria L. Tincker, the efficient teacher of the Second Division of Boys, was appointed to the place thus made vacant. Her lady-like deportment, ability, and tact as a teacher as shown

by her success of the previous year, made this a judicious appointment; which opinion is confirmed by personal observation of her labors in her new position. She is one of our most valuable teachers. The Examiner in July says: "The result of the examination was satisfactory. Being the cream of a very large school, much was expected from the scholars, and your Examiner was not disappointed." Another Examiner says of this division, also of the Second and Third of Boys: "Your Committee gave such time and attention as he was able to command to the examination of these divisions, both in May and November. They all impressed him as being well instructed, and under wholesome discipline."

The place vacated by Miss Tincker, in the Second Division of Boys, was filled by the appointment of Miss Rebecca R. Pettingill, a graduate of the Normal School at Bridgewater, who is proving herself a most excellent and acceptable teacher. The writer has visited this division sufficiently to form a very high estimate of the discipline and instruction it enjoys.

The Examiner, at the close of the Winter term, speaks of the examination of the Second Division of Girls, Miss Ellen A. Marean's; of the Fourth, Mrs. Clementine B. Thompson's, and of the 2d, 5th, 6th and 7th of Boys, "as generally very good, and much of it as excellent. The answers in Geography were prompt, and almost uniformly correct. In Spelling, twenty words were selected for trial between corresponding divisions of girls and boys; and in each case the girls had a larger percentage of correct answers." At this examination, the Third Division of Boys, Miss Sarah S. Adams', was reported "in a satisfactory condition;" and the Fourth, Miss Henrietta M. Young's, is described as having "an excellent teacher," one "earnest, mild, firm," well instructed in the subjects taught, "and infusing life," &c., among her pupils. The Third Division of Girls, Miss Caroline J. Nash's, and the

Fifth, Miss Mary G. Hewes', are spoken of at the same examination, as "in a highly satisfactory condition," and "under judicious and careful training."

The Examiner in July of the Second Division of Girls, found it fully "up to the mark." He also found the Second Division of Boys making commendable progress; and judged that if they do not advance as they should, it "will not be the fault of their teacher," who "is able and willing to do her part." The Examiner in July of all the lower divisions of this school reported them "in all respects perfectly satisfactory, reflecting great credit on teachers and pupils."

The Examiner, in the Spring and Fall terms, of the Fourth Division of Boys, Miss Young's, of the Fifth, Miss Frances L. Breeden's, of the Sixth, Miss Ann M. Backup's, and of the Seventh, Miss Margaret E. Davis', speaks of them, after each examination, as "in a very satisfactory condition," — showing "great proficiency in Arithmetic."

The Sixth Division of Boys had a change of teachers at the commencement of the Spring term — its former excellent teacher, Miss Louisa J. Fisher, being then appointed to the Sixth, a new and very promising division of girls; and Miss Ann M. Backup, who had been one of our most thorough and successful Primary School teachers, was elected to the place, and is now doing a good work in her new position. The attachment shown by the boys to their new teacher, their intelligent answers, and good order, speak well for the instruction and discipline of this division.

The Examiner of the 2d, 3d, 4th, 5th and 6th Divisions of Girls, both in May and November, reported them "in a very flourishing condition. Their rank appears well graduated — each higher division showing a commendable degree of progress in study, in advance of the next lower. The pupils were at home in their several departments; and the cheerfulness with which they submitted to a somewhat protracted examination, indicated that their studies

were not distasteful; and their promptness and general accuracy of recitation were very creditable to teachers and scholars. The Examiner had nothing to criticise, but very much to commend."

Taking this school as a whole, it is in a fine condition, under an able and careful Principal, and having an excellent corps of teachers.

COMINS SCHOOL.

This school, — Mr. Daniel W. Jones, Principal, and Miss Carrie K. Nickerson, head Assistant, — like the Dearborn, has a mixed division, comprising pupils of both sexes, with five divisions of girls, and five of boys. The teachers, in all these divisions, up to the close of the Fall term, were the same as last year.

At the close of the Winter term, the Examiner spoke of the First Division, also of the Second of Girls, Miss Mary C. Eaton's, and Second of Boys, Mrs. Alice C. Pierce's, as "generally satisfactory." The Third and Fifth Divisions of Boys were not thought by him to be up to the general standard of the school. The Fourth Division of Boys, Miss Esther M. Nickerson's, gave the Examiner "special satisfaction." There was "the happiest understanding between the scholars and their genial and efficient teacher." He had "seldom had the pleasure of visiting a better division in any of our Grammar Schools." The boys were "wide awake, and much interested in their studies;" in which they were "earnest and successful."

At the same examination, the Third Division of Girls, Miss Elizabeth W. Young's, and the Fourth, Miss Almira W. Chamberline's, were "in a good condition, both as to order and attainments." The Fifth Division of Girls, Miss Elizabeth A. Morse's, the Sixth, Miss Charlotte P. Williams', and the Sixth of Boys, Miss Nancy L. Tucker's, were spoken of as "satisfactory" — "the scholars appearing to advantage, and acquitting themselves well."

The First Division of this school, and the Second of Girls,

with the Second of Boys, are spoken of at the close of the Spring and Fall terms, "as orderly, and apparently making progress," and as "exhibiting much to approve, somewhat to commend, and little to condemn" — the Francis Street School being included in the same generalization.

The Examiner of the other Divisions in May "was greatly gratified with their recitations and behavior." In November, he speaks more in detail, and says of the Third Division of Boys, Miss Sarah M. Vose's: "The teacher appears to be excellently well qualified for her position. The discipline is good, the answers to questions in Arithmetic, Geography and Spelling were prompt, and their reading very good." The Third Division of Girls is spoken of as "comparing favorably with its corresponding grade in any of our schools." The teacher of the Fourth Division of Boys "commands the obedience and affection of her pupils," who "are interested in their studies." In the Fourth of Girls, he "was gratified to see happy faces," and to listen to "sprightly recitations, — their answers being full, prompt and very correct, and their reading unusually good — reflecting much to the credit of the teacher." Their singing, also, is much complimented. The Fifth of Girls "recited with readiness;" and the Sixth is spoken of as "one of the best in the school." The Fifth of Boys, Miss Mary F. Angier's, is reported more qualifiedly, but as showing improvement in recitations since May; and the Sixth, also, with some qualification, was "doing well." Finally, he says, "there is a marked improvement in this whole school since May, and no small share of the credit attaches to the Principal, who seems to have interested himself in every department."

The Examiner, in July, of this entire school, found in the girls' department "little to criticise, and much to commend. The deportment throughout was excellent. The recitations generally were very satisfactory. The Spelling, in all these divisions, was remarkably good. Also the Writing evinced great care and neatness. In the Second and Fourth Divisions, the Reading was particularly worthy of

praise. "The several divisions of boys, with one or two exceptions, were found in a good condition." In the 2d, 3d and 4th of these divisions, "the deportment was good, and the recitations in all respects were quite satisfactory." In the First Division, the exercises in both classes "were generally very creditable" — particularly in the First. The Writing was "excellent," and the "written exercises and compositions were very good. Some attention had been profitably devoted to Map and other Drawing — evincing taste and skill in that department." He adds, "The teachers of this large and somewhat difficult school appear to be faithful and devoted to their work, and deserve the sympathy and coöperation of parents and others." Map-Drawing from memory is receiving attention.

Since the Fall examination, the Second Division of Boys and Second of Girls have been consolidated, — making only one Second, and that a mixed division in care of Mrs. Pierce, and Miss Eaton has been appointed head Assistant. This has dispensed with one division in the school, and Miss Angier has retired — her place in the Fifth of Boys being taken by Miss Tucker; and Miss Carrie B. Nickerson takes charge of the Sixth of Boys. The Local Committee have also made a new classification of this school, making two divisions of boys and two of girls, — the Fourth and Fifth of each, — of equal, and of the fourth grade, so as to be longer under one teacher; and so making the Sixth of each, of the former grade, count as the Fifth.

FRANCIS STREET SCHOOL.

This is a mixed school, under one teacher, Mrs. Sophronia F. Wright, of which the several Examiners have been extremely concise in their reports. At the close of the Winter term, it is spoken of as "an interesting school, which the members of the Committee would be gratified to visit." The Examiner at the close of the Spring and Fall terms couples this school with the three higher divisions in the Comins, and speaks of them all as there quoted. And the Examiner in July speaks of the exercises in its first

class as "very creditable;" but as requiring too much of the teachers' time, to the neglect of the lower classes. The writer made two visits to this school during the Summer term, and was much pleased with the intelligence and recitations of its first class. It labors under the disadvantage of having too many classes for one teacher, who has to attend to all the studies, between the Primary department and the High School, for which the other Grammar Schools have several divisions, under separate teachers.

The foregoing presents a general view of our High and Grammar Schools, as they have been respectively reported at the close of each school term during the year, by their several Examiners. Equal justice may not, however, have been done to all the divisions — different Examiners not being always equally minute and discriminating in their reports, and not always looking at their respective divisions from the same stand-point. They may, also, have had in view different standards of excellence; and all teachers know how much the appearance of a school, at any given hour, as to cheerfulness, apparent order, and brilliancy of recitation, is dependent on the mood of the Examiner, who, more than he is aware, may diffuse gloom or sunshine by his presence.

It is very evident that our schools have not only held their own, during the past year, but have made commendable progress. There was conclusive evidence of this, in the higher average percentage of correct answers, over those of the year previous, given by the candidates for admission to the High School, at their examination last August. The proportionate number of pupils, with their relative qualification for admission, furnished to the High, from the several Grammar Schools, is a good criterion of their respective condition. But this alone will not determine the relative faithfulness and success of teachers — there being circumstances peculiar to each school, on which its condition greatly depends; which should also be considered, though

often overlooked in the public estimate. The home training of some pupils, the greater beneficial influence there exerted over them, the aid there received in their studies, with their greater leisure and better previous instruction, to say nothing of difference in natural ability, give them a great advantage over others; so that teachers are sometimes furnished with much better material to work with, than they are at other times; also, some schools, than others. And it would be manifestly unjust to expect the poorer material to be fashioned and moulded to a given standard of excellence, in the same period that is sufficient for the better. Also, some schools may receive greater and more judicious attention from their Local Committee than others, and the pupils may have been encouraged by kind words and faithful admonitions, to a greater effort. For the duty of a Committee, it is believed, is not merely to see how a school is, but to suggest how it should be; and the failure or success of many a teacher has been measureably owing to their having been neglected, or thus aided.

The excellence of our Grammar Schools, was also seen in the better qualification of the pupils coming to the High from them, in comparison with those coming from private, or more select schools, or even from schools of a much higher grade. It has been the experience of this Board, that the pupils, best fitted for admission to our High School, are those previously instructed in our Grammar Schools; and several applicants, last August, coming from other institutions, were found so lacking in the necessary qualification for admission, as to be necessitated to enter our Grammar department in order to acquire the preparation needed for the High. The same is true of younger scholars, applying for admission to our Grammar Schools. The best prepared pupils are found to be those coming from our Primary Schools; and it is not unfrequent that those coming from private schools, can be fitted for our Grammar, only by sending them into our Primary department. It is thus evident that the best instruction, within the reach of the children of our citizens, is that found within our Public Schools; which, therefore,

should be encouraged and patronized as deserving of public favor.

It is not, however, here claimed that our schools have reached the highest possible standard of excellence. On the contrary, our school system has obvious defects. One of these, is the lack of uniformity in the gradation of our several Grammar Schools. In the Dudley and Washington, the pupils pass through five divisions, after leaving the Primary, before becoming candidates for the High School; whilst in the Dearborn and Comins,* they pass through six, and in the boys' department of the Dearborn, seven. How, then, can there be any correspondence of grade between the Fifth Divisions of the schools first named, just out of the Primary, and the Fifth of Boys in the Dearborn, which is the third division in advance from the Primary? The greater number of gradations in the one school than in the other, through which the pupils must pass as they "climb the hill of science," will also make the road seem much longer, and the goal aimed at much farther removed. Equal justice, therefore, would seem to demand a uniform gradation in all our schools, or one as nearly uniform as practicable.

The rooms occupied, respectively, by the First Divisions of our four larger Grammar Schools, will each accommodate and are expected to seat about an equal number of pupils, whilst the whole attendance in each of two of the schools is only about one-half of that in each of the other two. It is manifest that in schools of the same excellence, there can be no comparison in their relative standing between the best fifty pupils in a school of two hundred and fifty, and the same number selected from one of five hundred. Other conditions, however, may be very unequal. The pupils from the smaller school may be, in a greater proportion, from families able to continue their children through the entire

* Since the last examination, a new classification has been attempted in this school, as noticed in that connection. How so many Fourth Divisions will work in harmony with the upper and lower grades, remains to be seen.

course of study ; whilst in the larger one, a greater proportionate number may be earlier withdrawn so as to contribute their labor to the family support, or may be deprived of other advantages accessible to those more highly favored. And, therefore, the number of scholars qualified for the First Division of a school, will not always be in proportion to its whole number. But, as a general rule, the Second Divisions in the smaller schools may be expected to compare in grade with the Third Divisions in the larger ; and, consequently, the second classes in the First Divisions of the former, should be ranked with the Second Divisions in the latter. Were this classification recognized, and one of the divisions of boys in the Dearborn, made a class for "Special Instruction," like that in the Washington School, it would have the same graduation, — viz. : six divisions — though five might be still better.

Another desideratum, is a graduated programme of study ; so that the divisions of corresponding grade, in all our schools, may, as nearly as practicable, be studying alike. At the present time, with the series of divisions in our Grammar Schools varying from five to seven, there are prescribed text-books for a five years' course of study ; but nothing is specified in respect to the ground to be gone over, or the proficiency required. Each school, therefore, judges for itself how much progress shall be made in any one division before there is advancement to another ; each has its own system of promotion ; and the consequence is that divisions in different schools, nominally of the same grade, vary widely in their course of study. Thus, Written Arithmetic and Geography are commenced in the lowest but one, and continued through all the higher divisions in the same text-books ; but there is no specification how far a class shall progress in each of these studies in one division, before there is promotion to the next higher, in which the same studies are continued. It would seem, therefore, to be the dictate of sound wisdom, that not only the text-books, but the portions of them that are to be studied during each successive stage of promotion, from the Primary to the High

School, should be prescribed. Promotion, from one division to another, would then depend on the actual qualification of the pupil, as shown by examination in the prescribed studies. And as the first year in the High is but one step in advance of the highest division in the Grammar School, the examination for the former should be limited to the actual studies, or parts of study, prescribed for the course preparatory to admission there.

To illustrate this by a case in point, it is only necessary to refer to our text-book in History. It comprises 400 pages, whilst that used in the Boston schools has only 200. No Grammar School can master all the facts, in those 400 pages, during the time allotted to their study, and do justice at the same time to the other studies required. Some of the schools, therefore, pass over a greater number of pages, but study more superficially than others; and some make selections of one portion, and some of other portions for their more particular study. The consequence is, that those pupils will have a greater percentage on their examination for admission to the High School, who *happen* to have devoted their more particular attention to the portions covered by the examiner's questions. But were the same portions of the book alike prescribed to all, and the questions on examination limited to the parts prescribed, the pupils would have equal opportunity to show their proficiency, by their answers to the questions asked. And as with this, so is it with the other studies.

By a judicious programme, also, the Grammar school studies would be completed in the Grammar Schools; the foundation would thus be laid upon which to build with more solidity in the High School; all our schools would be proportionally benefited; and they would thus attain, not only a greater harmony and unity of working, but a higher standard of excellence.

One thing in our schools, as in schools elsewhere, that has occasionally struck the writer unpleasantly, is the correction of scholars, by pointed censure, or other modes, in the presence of visitors. A school should be under such discipline

as to have no occasion for this, when a visitor is present ; and when, at such times, any scholar needs a special reprimand, it will generally be better for the teacher to administer reproof quietly and privately, than to attract the attention of the visitor to the delinquent, who may thus be subjected to a most keen mortification. By such public censure, the visitor, also, is often made to feel as uncomfortable as the scholar.

In the amount of time devoted to study out of school, there is in our Grammar Schools a want of uniformity. The Regulations of this Board direct that "no lesson shall be assigned expressly for study out of the regular school hours," except in the High School, and that the "daily study shall be arranged, and the time apportioned, as far as possible, so that the lessons assigned may be prepared in school, and not remain for study out of school." This rule is found to work unequally. Scholars fond of study and ambitious to excel, *will* study out of school, whether so required or not ; whilst those who the most need such extra effort, will not devote to study any time that is not required. It is easy for teachers to depart from the spirit of this rule by making the standing of scholars depend on a degree of proficiency, which is attainable only by study out of school ; and the schools whose teachers adhere the nearest to its spirit, must, in comparison with other schools, and in the judgment of those who prescribe this rule, suffer because of such adherence.

Before the organization of our present mixed schools, the boys were required to study out of school ; and the girls, not. A majority of the girls would, and did thus study, though not required.

When the First Divisions of two of our schools became mixed, it was thought to be unjust, to require that of the boys which was not required of the girls in the same school ; and so the rule was changed. But it is believed the prohibition to such requirement should be rescinded, or else that schools should not be censurable for falling behind a standard attainable only by extra hours of study.

Map-Drawing from memory, on the black-board, is an exercise to which our schools are expected to devote more attention, than heretofore. It is a most profitable exercise, and educates the pupils in more than one direction. It not only facilitates their acquisition of geographical knowledge, and impresses it more permanently on the memory, but the eye is educated, and the hand, as the pupil thus learns to delineate mental objects.

Physical exercise has, in past years, been almost entirely neglected. Educators are now learning that the bodies, as well as the minds of children, need development. And there is now no good school, whether public or private, in which more or less attention is not paid to this department of education. This subject was alluded to in connection with the High School. It is receiving some attention in our Grammar and Primary departments. Some more systematic instruction in respect to it, would, however, greatly facilitate the introduction of general exercises into all the departments of our schools, much to their benefit.

The personal neatness of pupils should not be overlooked. Every teacher should realize that much in the appearance of the school depends on the influence exerted in this particular. If the teacher is indifferent to the tidiness of the scholars, they also will be; but if the teacher is constantly observant of their condition, they will begin to show, first, in the cleanliness of their faces and smoothness of their hair, that they also regard decency of appearance; and soon their clothes will be more whole and cleanly. Let any visitor call the attention of a Primary School of fifty scholars to their personal condition, and the next time he enters, he will see some fifty pairs of hands simultaneously raised to smooth their hair; which shows the effect of a word in this direction. Many of the divisions in our Grammar Schools — all the girls' divisions, and a majority of the boys — are very tidy in their appearance; and this is much to be desired in all.

The education in the same schools, of children variously circumstanced, has a wonderfully elevating effect on those

from the more humble walks of life. It is remarkable how quickly the uncouth and ill mannered will perceive, when brought into connection with those more refined, the desirableness of a polite demeanor and tidy appearance; and to imitate, is their early resolve and effort. The example, therefore, of children from well-instructed families, is of great value in our schools; where not such, but children less highly favored, learn to lay aside their early habits. It is a serious question, therefore, whether it is not desirable that our citizens, so far as practicable, send their children to the same schools — all withdrawal from which of the better material, causing a reduction of their standard, and correspondingly affecting the future of those there educated.

The best interests of society demand that all classes shall enjoy, so far as they can be brought in contact with it, the elevating and refining home influence exerted in cultivated circles; and how may the children of the uncultivated better learn the proprieties of speech and manner, than by mingling, in our schools, with those more highly favored? There is often manifested, on this subject, a needless and unfounded prejudice, to remove which only a little observation and experience is required.

"Is not this a select school?" was lately asked by a visitor. "No," was the reply, "it is a fair specimen of our Girls' Schools." "But these are all American children?" he added. "Not before coming here, where they soon learn to become such." "Are not many of the children in your schools of foreign parentage?" asked a mother, a few weeks since, when in search of a school for the education of her daughter. "Yes," was the answer; "would you like to look into one?" She would like to do so; but when there, and asked, "Can you point out those who are not American?" she candidly confessed she could not, but should suppose they were all such. These occurrences, coming under the eye of the writer, fairly illustrate the question of prejudice.

Parents cannot too much realize the importance of their children being constant and punctual in attendance at

school. This not only tends to the formation of good habits, but affects the progress in study. Some scholars are often late, or often absent, without apparent good reason, whilst others are always present and punctual. Teachers should spare no effort to correct all irregularities of this nature.

Truancy affects our schools to some extent, and needs correction. The beneficial influence of the late truant ordinance, during its continuance, was very manifest, not only in its restraint over pupils disposed needlessly to absent themselves from school, but in the marked improvement of those instructed in the department instituted for that purpose. And, such being the experience of the past, it is very evident that another act, similar in its provisions to the one formerly in force, which was made inoperative by the revision of the Statutes, would do much towards remedying this evil.

Finally, the efficiency of our school system and the unity of its working would be very materially aided by a more special oversight of our schools than they now enjoy. No one member of this Board, — with the limited time he can devote to this service, however familiar he may be with the condition of individual schools, — can have more than a general knowledge of the *eighty* school divisions committed to our care; many of which, particularly the Primary Schools, often have only a superficial examination, or are reported to this Board in such general terms as to give little definite idea of their condition. Some of them are seldom visited; inexperienced teachers are often left to conduct their schools, in almost entire ignorance of the systems of instruction pursued in the others — systems, perhaps, as various as the schools are numerous; and thus the pupils coming to our Grammar Schools are variously qualified. There is needed, therefore, some one so familiar with all our schools, as to know their individual condition; who shall be able to contrast and compare school with school; who shall know, from month to month, the studies pursued and the work done in each; who shall be able to point out

defects where they exist, and to show their remedy, and be equally observant of the excellences any where manifest, in our own schools or elsewhere, and secure their imitation; who shall be able to encourage the inexperienced teacher, and to give counsel as to the best mode of securing order, punctuality, cleanliness, and love of study; who shall be deeply interested in the schools he visits, and be able to interest and benefit them by suggestive remarks and questions respecting their studies; who shall be able to secure uniformity — to see that the Primary are aiming at some common standard of preparation for the Grammar Schools and that some common standard of promotion is there observed — and who can keep this Board constantly posted in respect to the condition of each school. Also, in looking after our school buildings and grounds, in providing by timely repairs against needless decay, in guarding against wasteful extravagance, and in the economical supply of the various wants of our schools, the time of a suitable person could be very advantageously employed, — there having been found elsewhere a great economy of expense in such supervision.

All of which is respectfully submitted, in behalf of the Examining Committee of the High and Grammar Schools.

SYLVESTER BLISS, *Chairman.*

Roxbury, Dec. 10, 1861.

CATALOGUE OF THE HIGH SCHOOL.

NAMES OF PUPILS.	TIME OF ENTRANCE.	WHERE FROM.	DIVISION ENTERED.	REMARKS.
Elizabeth A. Adler.....	Sept. 2, 1861.	Comins.....	Third...	[ing the studies of the fourth year. Left, May 21, 1861. Returned, Sept., 1861, and now pursu-
Lucy F. Ames.....	" 2, 1860.	Girls' High.....	First...	
Franklin Atkins.....	" 2, 1861.	Washington.....	Third...	
Eunice Y. C. Atwood....	" 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
Grace A. Bailey.....	" 3, 1860.	Dearborn.....	Third...	Left, Feb. 21, 1861.
Clara H. Balch.....	" 2, 1861.	Dudley.....	" "	
Lizzie J. Banfield.....	" 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
Emma E. Banker.....	" 3, 1860.	Dudley.....	Third...	" Second, " "
George W. Basford.....	" 2, 1861.	Washington.....	" "	
Raymond C. Bayer.....	" 3, 1860.	Boys' High.....	Second.	" First, " "
Charlotte E. Bedloe.....	Dec. 3, 1860.	Dudley.....	Third...	Left, May 23, 1861.
Mary C. Bell.....	Sept. 2, 1861.	Dearborn.....	" "	
Annie T. Bicknell.....	" 2, 1861.	Comins.....	" "	Left, Oct. 1, 1861.
Carrie L. Bicknell.....	" 2, 1861.	" "	" "	
Dana B. Brigham.....	" 3, 1860.	Boys' High.....	Second.	Left, July 17, 1861.
Emma L. Brown.....	" 2, 1861.	Francis St.....	Third...	
Lucius A. Brown.....	" 3, 1860.	Boys' High.....	Second.	
Henry B. Campbell.....	" 2, 1861.	Washington.....	Third...	
Fannie M. Carey.....	" 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
Peter F. Cary.....	" 2, 1861.	Comins.....	Third...	
Clara A. Carlton.....	" 2, 1861.	Dearborn.....	" "	
Benjamin M. Clark.....	" 2, 1861.	" "	" "	
James P. Cleary.....	" 2, 1861.	Comins.....	" "	
Helen F. Crawford.....	" 2, 1861.	Dudley.....	" "	
Henry M. Cunningham...	" 3, 1860.	Boys' High.....	Second.	Promoted to First, Sept. 2, 1861.
Emily A. Curtis.....	" 3, 1860.	Dudley.....	Third...	" Second, " "
Margaret W. Cushing....	" 3, 1860.	Private.....	" "	" " "
Mary J. Cushing.....	" 3, 1860.	Dearborn.....	" "	" " "

SCHOOL REPORT.

Emma W. Cushman.....	" 3, 1860.	Dudley	" "	" "	" " " Left, Nov. 15. [the 4th year.
Patrick Daley.....	" 3, 1860.	Boys' High.....	First...	Graduated, July 17, 1861,	and now pursuing the studies of
Sarah N. Darracott.....	" 2, 1861.	Dudley	Second...	Promoted to First, Sept. 2, 1861.	
Harriet E. Davenport.....	" 3, 1860.	Girls' High.....	Third...	" " " "	
Justine Decoene.....	" 3, 1860.	Dearborn	First...	Graduated, July 17, 1861.	
Edward W. Dolan.....	" 3, 1860.	Boys' High.....	Third...	Left, July 2, 1861.	
Charles Dunbar.....	" 3, 1860.	"	First...	Promoted to Second, Sept. 2, 1861.	
Jeanette W. Duncan.....	Dec. 17, 1860.	Franklin, Boston	Third...	" " " "	[the fourth year.
Mary L. Eliot.....	Sept. 3, 1860.	Dearborn	" "	" " " "	
Emily B. Eliot.....	" 3, 1860.	Girls' High.....	First...	Graduated, July 17, 1861, and now pursuing the studies of	
Angie S. Ellis.....	" 3, 1860.	Dearborn	Third...	Promoted to Second, Sept. 2, 1861.	
Helen B. Farrington.....	" 3, 1860.	Girls' High.....	Second.	" " " "	
William B. Farrington...	" 2, 1861.	Washington	Third...	First, " "	
Julia L. Faunce.....	" 3, 1860.	Girls' High.....	First...	Graduated, July 17, 1861.	
Joshua Felton.....	" 3, 1860.	Boys' "	Second.	Left, July 17, 1861.	
William G. Fish.....	" 2, 1861.	Dearborn	Third...	" " " "	
Charlotte E. Fobes.....	" 3, 1860.	Comins	" "	" " " "	
Augustine H. Folsom...	" 2, 1861.	"	" "	" " " "	
Albert J. Foster.....	" 3, 1860.	Boys' High.....	Second.	Left, March 4, 1861.	
Elizabeth D. Foster.....	" 2, 1861.	Comins	Third...	" " " "	
Sarah C. Fletcher.....	" 3, 1860.	Girls' High.....	First...	Left, March 21, 1861.	
Wm. H. S. Frothingham.	" 3, 1860.	Boys' "	Second.	Promoted to First, Sept. 2, 1861.	
Frederic E. Frothingham.	" 2, 1861.	Washington	Third...	" " " "	[the fourth year.
Charles H. Gallup.....	" 3, 1860.	Boys' High.....	First...	Graduated, July 17, 1861, and now pursuing the studies of	
Walter J. Gill.....	" 2, 1861.	Washington	Third...	" " " "	
Ellen A. Glynn.....	" 3, 1861.	Dearborn	" "	" " " "	
Charles W. Grant.....	" 3, 1860.	Boys' High.....	Second.	" " " "	
Caroline A. Gragg.....	" 2, 1861.	Dudley	Third...	" " " "	
Sarah J. Hale.....	" 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.	
Harriet A. Hall.....	" 3, 1860.	"	" "	" " " " Nov. 25, 1861.	
Theodore P. Hall.....	" 2, 1861.	Francis St.	Third...	" " " "	
Theodore L. Harlow.....	" 2, 1861.	Washington	" "	" " " "	
Sarah E. Haskins.....	" 3, 1860.	Dudley	" "	Promoted to Second, Sept. 2, 1861.	

CATALOGUE OF THE HIGH SCHOOL. — CONTINUED.

NAMES OF PUPILS.	TIME OF ENTRANCE.	WHERE FROM.	DIVISION ENTERED.	REMARKS.
Charles H. Hatch.....	Sept. 3, 1860.	Boys' High.....	First....	Graduated, July 17, 1861.
Charles O. Haynes.....	" 2, 1861.	Comins	Third....	
Mary S. Heath.....	" 3, 1860.	"	" ..	Left, July 17, 1861.
Clara S. Hewes.....	" 2, 1861.	Dearborn	" ..	
Annie E. Holmes.....	" 3, 1860.	Hancock, Boston ..	" ..	Promoted to Second, Sept. 2, 1861.
Francis A. Hoyt.....	" 2, 1861.	Dearborn	" ..	
Annie M. Hubbard.....	" 3, 1860.	Girls' High.....	Second..	Left, June 19, 1861.
Sarah A. Hubbard.....	" 3, 1860.	Dudley	Third....	Promoted to Second, Sept. 2, 1861.
Mary F. Hudson.....	April 1, 1861.	Newburyport, Mass.	" ..	" ..
Albert B. Hunt.....	Sept. 2, 1861.	Washington.....	" ..	
Augusta C. Hutchins.....	" 3, 1860.	Girls' High.....	Second..	Left, July 6, 1861.
Davis Johnson.....	" 3, 1860.	Boys' High.....	" ..	Promoted to First, Sept. 2, 1861.
Moses H. Jones.....	" 2, 1861.	Washington	Third....	
Sarah L. Keene.....	" 3, 1861.	Dudley	" ..	
Maria E. Kelly.....	" 2, 1861.	Dearborn	" ..	
Lucy M. Kelly.....	" 2, 1861.	"	" ..	
Mary Kilroy.....	" 3, 1860.	Comins	" ..	Promoted to Second, Sept. 2, 1861.
Caroline R. Kimball.....	" 2, 1860.	Girls' High.....	First....	Graduated, July 17, 1861, and now pursuing the studies of
Mary F. Knowles.....	" 3, 1860.	"	Second..	Left, June 3, 1861.
Elizabeth D. Ladd.....	" 2, 1861.	Comins	Third....	
Caroline F. Leeds.....	" 2, 1861.	"	" ..	
Charles D. Leckie.....	" 3, 1860.	Boys' High.....	Second..	Left, Nov. 13, 1861.
Harriet A. Lewis.....	" 2, 1861.	Comins	Third....	
Annie H. Lewis.....	" 2, 1861.	Private	" ..	
Louise Litchfield.....	" 3, 1860.	Girls' High.....	First....	[the fourth year.
Sarah W. Litchfield.....	" 2, 1861.	Dearborn	Third....	Graduated, July 17, 1861, and now pursuing the studies of
Samuel Lockwood, Jr....	" 3, 1860.	Boys' High.....	Second..	Left, Sept. 14, 1861.
Charles T. Lunt.....	" 3, 1860.	Dearborn	Third....	Promoted to Second, Sept. 2, 1861. Left, Sept. 6, 1861.

Thomas H. Lynch.....	" 3, 1860.	Boys' High.....	Second.	"	First, Sept. 2, 1861.
Susan F. Macintire.....	" 2, 1861.	Dudley.....	Third.		
Matilda Mahon.....	" 3, 1860.	"	"	Promoted to Second, Sept. 2, 1861.	
Lottie L. Mair.....	" 3, 1860.	Hancock, Boston ..	"	Left, April 10, 1861.	
Emily P. Mann.....	" 3, 1860.	Girls' High.....	First...	Graduated, July 17, 1861.	
Joseph R. May.....	" 3, 1860.	Dearborn	Third...	Left, July 17, 1861.	
Ada L. McKean.....	" 3, 1860.	Dudley	"	Promoted to Second, Sept. 2, 1861.	
Agnes J. McNaught.....	June 8, 1861.	Comins	"		
Martha Merrill.....	Sept. 2, 1860.	Girls' High.....	First...	Left, Feb. 14, 1861.	
Isaac C. Meserve.....	" 2, 1860.	Washington.....	Third...	Promoted to Second, Sept. 2, 1861.	
Martha Montgomery.....	" 2, 1861.	Comins	"		
Lewis Montgomery.....	" 2, 1861.	"	"		
William H. Moody.....	" 2, 1860.	Dearborn	"	Left, July 17, 1861.	
John Moran.....	Dec. 24, 1860.	Boys' High.....	"	Left, June 14, 1861.	
Clara A. Morse.....	June 24, 1860.	Bath, Me.....	"	Promoted to Second, Sept. 2, 1861.	
Emma E. Nash.....	Sept. 2, 1860.	Girls' High.....	Second.	" First,	"
Isaac W. Newton.....	" 2, 1860.	Boys' High.....	"	" " " "	
George A. Nudd.....	" 2, 1860.	"	"	" " " "	Left, Nov. 2, 1861.
Patrick S. O'Leary.....	" 2, 1860.	"	First...	Graduated, July 17, 1861.	
Abby S. Oliver.....	" 2, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.	
Ellen M. Oliver.....	" 2, 1861.	Dearborn	Third...		
William M. Oliver.....	" 3, 1860.	"	"	Promoted to Second, Sept. 2, 1861.	
James Ormand.....	" 3, 1860.	Boys' High.....	Second.	" First,	"
Theodore C. Otis.....	" 3, 1860.	Latin	First...	Left, May 21, 1861.	
Luey A. Packer.....	" 3, 1860.	Comins	Third...	Promoted to Second, Sept. 2, 1861.	
Sarah B. Palmer.....	" 3, 1860.	Dudley	"	Left, Feb. 8, 1861.	
Emma A. Parker.....	" 2, 1861.	Comins	"		
George F. Pearson.....	" 3, 1860.	Boys' High.....	First...	Left, June 5, 1861.	
Elwyn L. R. Perry.....	" 3, 1860.	Dearborn	Third...	Promoted to Second, Sept. 2, 1861.	Left, Nov. 27, 1861.
Maria D. Phipps.....	" 2, 1861.	Dudley	"	"	"
Herman Poole.....	" 3, 1860.	Washington	"	" " " "	"
A. Treseott Pope.....	" 2, 1860.	Boys' High.....	Second.	" First,	"
Eugene A. Pope.....	" 3, 1861.	Francis St.....	Third...	Left, Sept. 11, 1861.	

CATALOGUE OF THE HIGH SCHOOL.—CONTINUED.

NAMES OF PUPILS	TIME OF ENTRANCE.	WHERE FROM.	DIVISION ENTERED.	REMARKS.
Ellen L. Ray.....	Sept. 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
Ellen M. Remick.....	" 3, 1860.	Dudley.....	Third...	
Annie F. Reynolds.....	" 2, 1861.	".....	"	" " " "
Charlotte S. Reynolds....	" 3, 1860.	Girls' High.....	Second.	" " " "
Georgiana F. Rhoades....	" 3, 1860.	Dearborn.....	Third...	" " " "
Mary O. B. Rice.....	" 3, 1860.	Dudley.....	"	" " " "
Harriet J. Richmond....	" 3, 1860.	Girls' High.....	Second.	" " " "
Georgiana Richmond....	" 2, 1861.	Comins.....	Third...	" " " "
Martha L. Richardson....	" 2, 1861.	Dearborn.....	"	" " " "
Harriet W. Ritchie.....	Jan. 2, 1861.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
George F. Ropes.....	Sept. 3, 1860.	Dearborn.....	Third...	" " " "
Emma F. Sanger.....	" 3, 1860.	Girls' High.....	Second.	" " " "
Daniel S. Sanger.....	" 3, 1860.	Dearborn.....	Third...	" " " "
Stanley Seaver.....	" 3, 1860.	Boys' High.....	First...	Graduated, July 17, 1861.
Lydia W. Seaver.....	" 3, 1860.	Girls' High.....	Second.	Promoted to First, Sept. 2, 1861.
William Seaver, Jr.....	" 3, 1860.	Boys' High.....	"	Left, June 29, 1861.
Tabitha R. Simpson.....	" 3, 1860.	Girls' High.....	"	Promoted to First, Sept. 2, 1861.
Carrie Simpson.....	" 3, 1860.	Dudley.....	Third...	" " " "
Maria B. Simpson.....	" 2, 1861.	".....	"	" " " "
Abby P. Simpson.....	" 3, 1860.	".....	"	" " " "
Clara A. J. Smith.....	" 3, 1860.	Girls' High.....	Second.	" " " "
Mary F. Smith.....	" 2, 1861.	Dudley.....	Third...	First,
Avis E. Spencer.....	" 2, 1861.	".....	"	" " " "
Anna Sprague.....	" 2, 1861.	Dearborn.....	"	" " " "
James C. Stinbry.....	" 2, 1860.	Boys' High.....	Second.	Promoted to First, Sept. 2, 1861.
Ellen Stone.....	" 3, 1861.	Francis St.....	Third...	" " " "
Joseph E. Taylor.....	" 2, 1861.	Washington.....	"	" " " "
Walter H. Tenney.....	" 2, 1860.	Boys' High.....	First...	Graduated, July 17, 1861.

Florence I. W. Tenny.....	"	2, 1861.	Dudley	Third...	Promoted to Second, Sept. 2, 1861.
Mary B. Thomas.....	"	3, 1860.	"	" ..	
Harriet S. Tolman.....	"	2, 1861.	Comins	" ..	
James P. Tolman.....	"	2, 1861.	"	" ..	
Stephen G. Train.....	"	3, 1860.	Boys' High.....	Second.	Promoted to First, Sept. 2, 1861. Left, Nov. 2, 1861.
Mary A. O. Valentine.....	"	3, 1860.	Dudley.....	Third...	" ..
Eldora O. Wait.....	"	2, 1861.	Francis St.....	" ..	
Granville S. Wallingford.	"	3, 1860.	Boys' High.....	Second.	Left, July 17, 1861.
Annie A. Ward.....	"	2, 1861.	Dudley	Third...	
Elizabeth F. Waterman...	"	3, 1860.	"	" ..	Promoted to Second, Sept. 2, 1861.
William J. Weeks.....	"	2, 1861.	Washington.....	" ..	
Charlotte E. Weis.....	"	2, 1861.	Dudley	" ..	
John Welch.....	"	3, 1860.	Boys' High.....	First...	[the fourth year.
Emeline T. Welch.....	"	2, 1861.	Francis St.....	Third...	Graduated, July 17, 1861, and now pursuing the studies of
Louisa B. West.....	"	3, 1860.	Dudley	" ..	Left, March 30, 1861.
Frank S. Wheeler.....	"	3, 1860.	Boys' High.....	First...	Left, July 8, "
Agnes M. Wheeler.....	"	3, 1860.	Dearborn	Third...	Promoted to Second, Sept. 2, 1861.
Nannie Williams.....	"	2, 1861.	Louisville, Ky.....	" ..	Left, Oct. 1, 1861.
Eliza D. Williams.....	"	2, 1861.	"	First...	
Emily L. Wilson.....	"	3, 1860.	Girls' High.....	" ..	Graduated, July 17, 1861, and now pursuing the studies of
Harriet T. Withereell.....	"	2, 1861.	Dudley	Third...	Promoted to First, Sept. 2, 1861.
J. Wesley Wolcott, Jr.....	"	3, 1860.	Boys' High.....	Second.	
Abby A. Wood.....	"	28, 1861.	Haverhill, Mass.....	Third...	
Tyler E. Woodbridge.....	"	3, 1860.	Boys' High.....	Second.	Left, Oct. 8, 1861.
Charles S. Young.....	"	3, 1860.	Washington.....	Third...	Left, May 23, "
Sarah A. Young.....	"	3, 1860.	Dearborn	" ..	Promoted to Second, Sept. 2, 1861.

REPORT

ON

PRIMARY SCHOOLS.

THE Committee to whom was assigned the duty of making the examination of the Primary Schools at the close of the Spring and Fall terms, divided the labor among themselves and submitted the results of their examinations at length; from which a few brief extracts are made.

The whole number of Primary Schools in the city is forty-three, five of which have been formed since the last annual report. During the same time, two schools have been discontinued, as already noticed by the Chairman.

Schools Nos. 1, 2, 3, 4, Yeoman Street, and 5, 6, 7, 8, Eustis and Sumner Streets, were examined by Mr. Joshua Seaver. He alludes to the school in Yeoman Street, taught at that time by Mrs. Jennison, in terms of commendation, and as "indicating a high degree of excellence." Schools Nos. 2 and 3, Yeoman Street, and No. 5, Eustis Street, were not in so favorable condition at the Spring examination as in the Fall, "when a decided improvement was apparent." School No. 6 was so highly satisfactory that the Examiner ranked it "as one of the best schools of its grade in the city." In Nos. 7 and 8, the scholars "showed a reasonable progress in their studies."

Nos. 9, 10, 11, 12, Vernon Street, and 13, 14, 15, 16, Sudbury Street, were examined by Rev. George Putnam.

In May, these schools were severally reported to be in "a satisfactory condition." In November, the result of the examination of Nos. 14 and 15 was "highly creditable, showing a degree of enterprise and progress not exceeded by any schools of the same grade in the city. The other schools generally acquitted themselves acceptably." Nos. 17 and 18, Avon Place, 19, Mill-Dam, 22 and 23, Smith Street, 35 and 36, Winthrop Street, 37 and 38, Elm Street, 43, George Street, and 44, Comins school-house, were examined by Mr. George W. Adams. The result of the several examinations was "generally creditable to the teachers and pupils." Nos. 24, 25, 26, 27, Heath Place, 28 and 29, Orange Street, 30 and 31, Centre Street, and 34, Munroe Street, were examined by Mr. Jeremiah Plympton. "The examinations were very thorough, and in general the schools were found in a satisfactory condition. Some of them have reached a very high standard, while others do not rank quite so high; but in all the teachers appear to be devoted to their work, and some of them are particularly worthy of commendation."

Nos. 20, Francis Street, 21, Heath Street, 32 and 33, Edinboro' Street, 39, Almshouse, 40, 41, 42, George Street, and 45, Tremont Street, were examined by the writer. The result generally met the expectations of the examiner.

Physical exercises and singing are practised in all of these schools. In some, oral instruction has been given by the teachers, while in others it has been entirely neglected. In some schools the control of the teachers over their pupils is truly wonderful, but is due to no severity of treatment whatever.

One great defect in our school system is a want of thoroughness of instruction in the Primary Schools. Teachers are not alone responsible for this state of things. From the time the scholars enter the Primary School, until they leave, there is a constant hurry. Children must be promoted as rapidly as possible, to give place for others.

Teachers cannot resist the pressure, and before their pupils have acquired proper habits of study they are promoted to the Grammar School, and before they have learned the reason of things they are admitted to the High School, and before they have learned to digest their acquirements and apply principles they enter into business, or perhaps apply for situations as teachers. It is better that children should go out of school with a few principles completely understood, knowing how to apply them, than for them to have a smattering of many things, having learned nothing thoroughly. But more important than anything else is the conviction, which ought to be decisive in all future action, that to Primary Schools should be appointed only those whose experience in life has qualified them for the exercise of patience and judgment indispensable to the management of these schools. As an additional reason for diligent care in filling vacancies, it may be remarked that poor training in the Primary Schools is sure to begin a course of inadequate and unsuccessful training, to be carried through all the grades of school instruction. Some of our Primary School teachers have not many superiors, if they have any equals. In the schools of such teachers the elementary acquirements evince all that we have any reason to expect from them intellectually, and their moral influence is beyond estimate.

We have the melancholy duty of recording the death of four Primary School teachers during the year, as already noticed by the Chairman of the Board. They were among our most experienced and successful teachers, and shared largely the confidence of the Committee. Their success had given general satisfaction to all interested in the schools of which they had charge. Their loss is sensibly felt in the places from which they have been so suddenly removed.

Respectfully submitted in behalf of the Committee.

IRA ALLEN, *Chairman.*

SUMMARY OF THE SCHOOLS.

Schools.	Teachers.	Average number belonging.	Average of attendance.	Per cent. of attendance.	Average age.	Location.	Salaries.	Local Committees.
HIGH SCHOOL, (For Both Sexes.)	Samuel M. Weston, <i>Principal</i> . . . 2d Div'n, George H. Gorely, <i>Assist't</i> . 3d " Sarah A. M. Cushing. . .	21 38½ 47	19½ 30½ 44½	.94 .96 .96	16½ 16 15½	Kenilworth St.	\$2000 1000 600	Olmstead, Nute, Bliss.
GRAMMAR SCHOOLS.								
DUDLEY SCHOOL, (For Girls.)	Sarah J. Baker, <i>Principal</i> . . . Emmie C. Allen, <i>Assistant</i> . . . 2d Division, Sarah J. Leavitt. . . 3d " Clara B. Tucker. . . 4th " Helen J. Otis. . . 5th " Eliza Brown. . .	50 43 48 46 33	47 38 44 40 29	.92 .87 .88 .86 .88	14½ 12½ 11½ 10½ 9½	Bartlett Street.	500 375 375 350 350 300	Bliss, Plympton, Olmstead.
WASHINGTON SCHOOL, (For Boys.)	John Kneeland, <i>Principal</i> . . . Harriet E. Burrell, <i>Assistant</i> . . . 2d Division, Ann M. Williams. . . 3d " Delia Mansfield. . . 4th " Rebecca A. Jordan. . . 5th " Harriet M. Daniell. . . 6th " Caroline C. Drown. . .	49 47 53 55 51 46	47 44 49 51 45 39	.96 .94 .93 .93 .90 .80	13 13½ 11 11 9½ 14	Washington St.	1500 375 375 350 350 350 375	Seaver, Plympton, Adams.
		301	275	.91	12			

SCHOOL REPORT.

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DEARBORN SCHOOL, (For Both Sexes.)

^a William H. Long, <i>Principal</i> . . .	47	45	.95	14½	Dearborn Place.	1500	Cummings, King, A. P. Putnam.
2d Division, Rebecca R. Pettingill. . .	42	38	.90	13½		375	
^b 3d " Sarah S. Adams. . .	41	39	.90	12½		375	
^b 4th " Henrietta M. Young. . .	50	46	.91	12		325	
^b 5th " Frances L. Breedon. . .	54	46	.90	11		350	
^b 6th " Ann M. Backup. . .	46	42	.91	10½		325	
^b 7th " Margaret E. Davis. . .	48	43	.90	10		300	
^c 2d " Ellen A. Marean. . .	45	43	.95	13½		325	
^c 3d " Caroline J. Nash. . .	51	48	.94	12		375	
^c 4th " Clementine B. Thompson	51	48	.94	11		350	
^c 5th " Mary G. Hewes. . .	54	49	.91	10		350	
^c 6th " Louisa J. Fisher. . .	47	43	.88	10		350	
	576	530	.91	11½			

COMINS SCHOOL, (For Both Sexes.)

^a Daniel W. Jones, <i>Principal</i> . . .	46	42	.91	14½	Gore Avenue.	1300	Allen, G. Putnam, McGill.
Carrie K. Nickerson, <i>Assistant</i> . . .	48	43	.93	12		375	
^c 2d Division, Mary C. Eaton. . .	49	36	.93	11½		375	
^c 3d " Elizabeth W. Young. . .	47	44	.91	11		350	
^c 4th " Almira W. Chamberline	49	48	.90	11		350	
^c 5th " Elizabeth A. Morse. . .	58	52	.90	9½		350	
^c 6th " Charlotte P. Williams. . .	42	39	.91	12½		375	
^b 2d " Alice C. Pierce. . .	48	44	.91	11½		350	
^b 3d " Sarah M. Vose. . .	50	47	.91	11		350	
^b 4th " Esther M. Nickerson. . .	56	50	.82	10		325	
^b 5th " Mary F. Angier. . .	58	51	.89	10		350	
^b 6th " Nancy L. Tucker. . .	551	496	.90	11½			

Assistant teachers below 2d Division receive \$300 the first year, \$325 the second, and \$350 the third.

^a Both Sexes. ^b Boys. ^c Girls.

SUMMARY OF THE SCHOOLS. — CONTINUED.

Schools.	Teachers.	Average number belonging.	Average of attend.	Per cent. of attendance.	Average age.	Location.	Salary.	Local Committees.
FRANCIS ST. SCHOOL, (For Both Sexes.)	Sophronia F. Wright, <i>Principal</i> .	38	36	.92	12	Francis Street.	\$450	McGill, Nute, Adams.
PRIMARY SCHOOLS, (For Both Sexes.)	No. 1. Lizzie M. Wood.	51	47	.90	9½	Yeoman Street.		Adams.
	2. Anna M. Balch.	55	48	.91	7½	" "		"
	3. Susan F. Rowe.	62	58	.90	5½	" "		"
	4. (Vacant.)					" "		
	5. Mary F. Neal.	42	41	.98	8½	Eustis Street.		King.
	6. Emma C. Wales.	54	58	.90	7	Sumner Street.		"
	7. Mary L. Walker.	57	56	.89	5¾	" "		"
	8. Elizabeth C. Backup.	63	57	.92	6	Eustis Street.		Bliss.
	9. Clara M. Adams.	43	42	.87	8½	Vernon Street.		"
	10. Susannah L. Durant.	46	41	.87	7½	" "		"
	11. Eliza D. Cole.	57	50	.88	6	" "		"
	12. Catherine F. Mayall.	54	45	.86	6	" "		"
	13. Sophia L. Stone.	58	53	.87	8½	Sudbury Street.		Allen.
	14. Sarah E. Field.	64	56	.88	8	" "		"
	15. Cornelia J. Bills.	75	63	.86	6	" "		"
	16. Mary C. Williams.	69	57	.81	6	" "		Cummings.
	17. Sarah J. Davis.	58	52	.88	8	Avon Place.		"
	18. Eliza G. Lewis.	66	56	.84	5	" "		Allen.
	19. Sarah W. Holbrook.	44	40	.89	7	Mill Dam.		McGill.
	20. Elizabeth M. Hall.	31	26	.86	7½	Francis Street.		G. Putnam.
	21. Caroline N. Heath.	54	45	.85	7¼	Heath Street.		

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22. Anna M. Eaton.	53	48	90	7½	Smith Street.	Nute.
23. Anna E. Clark.	74	64	86	6½	" "	"
24. Mary E. Tucker.	40	36	84	8½	Heath Place.	Seaver.
25. Mary E. Munroe.	52	41	78	8	" "	"
26. Charlotte C. Simpson.	65	54	79	6½	" "	"
27. Asenath Nichols.	66	57	84	6½	Orange Street.	Cummings.
28. Sarah A. P. Fernald.	49	45	92	8½	" "	"
29. Martha H. Horn.	69	56	87	6	Centre Street.	Olmstead.
30. Henrietta M. Wood.	47	41	83	8½	" "	"
31. Mary A. Morse.	65	53	90	6½	Edinboro' Street.	Plympton.
32. Maria L. J. Perry.	45	42	92	8½	" "	"
33. Matilda M. Hutchins.	48	40	85	6½	Munroe Street.	Nute.
34. Almira B. Russell.	39	35	89	7	Winthrop Street	A. P. Putnam.
35. Frances N. Brooks.	45	38	86	8½	" "	"
36. Maria L. Young.	49	43	88	6	Elm Street.	"
37. Anne E. Boynton.	40	33	83	7½	" "	"
38. Fanny H. C. Bradlee.	45	36	81	6½	Alms-House.	Plympton.
39. (Discontinued.)	19	19	100	10½	George Street.	Morse.
40. Sarah H. Hosmer.	53	47	93	8½	" "	"
41. Caroline E. Jennison.	54	48	92	7	" "	"
42. Mary C. Bartlett.	55	50	91	6½	" "	"
43. H. B. Scammell.	50	43	83	6	" "	"
44. Josephine G. Thaxter.	33	31	94	8	Comins School house	Nute.
45. Annie G. Fillebrown.	69	58	83	6½	Sudbury Street.	Allen.
	2327	2148	88	7½		

Salaries of Primary School Teachers \$275 for first year, and \$300 thereafter.

CHARLES BUTLER, Teacher of Music in the Grammar Schools, Salary \$250 per annum.
 JONAS PIERCE, JR., Curator of School Buildings, Salary \$700 per annum.

SCHOOL COMMITTEE, 1861.

ELECTED AT LARGE.

GEORGE PUTNAM, WILLIAM S. KING,
ARIAL I. CUMMINGS.

ELECTED BY WARDS.

Ward 1.—HORATIO G. MORSE, GEORGE W. ADAMS.
" 2.—JOSHUA SEAVER, IRA ALLEN.
" 3.—TIMOTHY R. NUTE, JOHN D. MCGILL.
" 4.—JOHN W. OLNSTEAD, JEREMIAH PLYMPTON.
" 5.—SYLVESTER BLISS, ALFRED P. PUTNAM.

HORATIO G. MORSE, *Chairman*.
JOSHUA SEAVER, *Secretary*.

SCHOOL COMMITTEE,

FOR 1862.

ELECTED AT LARGE.

GEORGE PUTNAM, JOHN S. SLEEPER,
FRANKLIN WILLIAMS.

ELECTED BY WARDS.

Ward 1.—HORATIO G. MORSE, GEORGE W. ADAMS.
" 2.—JOSHUA SEAVER, IRA ALLEN.
" 3.—ARIAL I. CUMMINGS, JOHN D. MCGILL.
" 4.—JOHN W. OLNSTEAD, JEREMIAH PLYMPTON.
" 5.—SYLVESTER BLISS, ALFRED P. PUTNAM.

MAY 10 1963

